

Equity and Social Justice Inter-Branch Team Work Plan Template
January 1 to December 31, 2014

Agency: DCHS
 IBT Delegate: Marlon Brown and Jim Vollendroff

Objectives	Description of Commitment(s) (Specify if department/agency level, countywide and/or with partners)	Indicators of Success	Expected completion date(s)	Result(s) and Lessons Learned
<p>Objective 1: Consider equity impacts in decision-making, policy-making and program planning:</p> <p>Each dept./branch commits to specific policy or program focus areas to apply Equity Impact Review</p>	<ol style="list-style-type: none"> 1. A section within the 2014 proviso for the Community Service Division's Employment and Education Resources (EER) unit will include the unit's Equity and Social Justice outcomes for the last 9 years. It will illuminate the ongoing commitment and adherence to ESJ principals in EER's decision making processes. 2. The Community Services Division has incorporated review from an ESJ/IBT member to ensure that an equity lens was applied in the development of the division's Request for Proposals. 	<p>1.a Completion of proviso and an ongoing reliance on data to show the proportional outcome in traditionally underserved demographics.</p> <p>2.a. ESJ/IBT member participates in development of division's RFPs.</p>	<p>June 2014</p> <p>2. Ongoing</p>	
<p>Objective 2: Build community trust and capacity; Improved customer service; robust civic engagement</p> <p>Each dept./branch commits to areas for application of the community engagement guide</p>	<ol style="list-style-type: none"> 1. Assist in the completion of a Trans* Resource and Referral Guide for King County – DCHS ESJ Leadership Team member (Jesse Benet) is an advisor along with other members of the transgender community/community-based organizations serving trans folks and other marginalized communities on a King County specific resource and referral guide for trans-specific services and resources. The guide aims to improve social safety nets and connect trans* people with appropriate supports and services. As part of the larger LGBTQ Access 	<p>1.a Increased use of services listed in guide by trans* persons.</p> <p>1.b. Good reviews about the guide by those who have used it.</p>	<p>Second quarter</p> <p>Second quarter</p>	

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	<p>Project, the project will connect mainstream service providers to relevant and proximate trans-specific resources and referrals (i.e. medical and holistic health services, mental health counseling, support groups, advocacy groups), which are trans*competent, whenever possible. The guide is one tool in a series of efforts to improve health and wellness disparities for trans* people in King County.</p>			
<p>Objective 3: Promote fairness and opportunity in County government practices</p> <p>a) Each dept./branch commits to internal communications/engagement, as well as structures and mechanisms, to raise awareness and visibility of ESJ with employees at all levels</p>	<ol style="list-style-type: none"> 1. Offer seven-hour Race: The Power of an Illusion training to all DCHS staff. 2. Offer two follow-up sessions for all staff to discuss ESJ efforts underway in DCHS. 3. Offer at least one advanced ESJ training based on the Cracking the Codes video 	<ol style="list-style-type: none"> 1.a Staff complete training 1.b % of staff who agreed with the following statements: <ul style="list-style-type: none"> • The training was a valuable use of their time. • I understand what institutional racism is. • I understand how institutional racism impacts the lives of those served by DCHS' programs. 2a. Number of staff who attend 3.a Staff complete training 3.b % of staff who agreed with the statement that the training was a valuable use of their time. 4.a. ESJ updates appear on a quarterly basis in DCHS 	<p>90% of staff complete training by September; the remainder by early 2014.</p> <p>March, May</p> <p>October</p> <p>Quarterly basis</p>	

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	<p>4. Keep employees informed of DCHS ESJ activities through employee newsletter and presentations at DCHS all-staff meetings.</p> <p>5. Design and begin implementation of a staff training system available to staff who work for developmental disabilities early intervention provider agencies in King County to deepen awareness of cultural competency and build skills.</p>	<p>employee newsletter.</p> <p>4.b. Each DCHS All-staff meeting has an ESJ update</p> <p>5.a Training curriculum developed.</p> <p>5.b Three-quarters of contracted agencies identify trainer team to participate in train the trainer modules.</p> <p>5.c Initial training provided.</p> <p>5.d Plan for bringing training to scale across 75% of staff working with contracted early intervention agencies is developed.</p>	<p>6/30/2014</p> <p>9/30/2014</p> <p>12/31/2014</p> <p>9/30//2014</p>	
<p>Objective 3:</p> <p>b) Each dept./branch commits to continuous improvement to institutionalize equity in all organizational practices (e.g., hiring, procurement)</p>	<p>1. Evaluate all DCHS hiring, retention, and promotion practices to increase workforce diversity, particularly with regard to race/ethnicity.</p> <p>2. A statement about equity and social justice awareness will be added to all the job announcements of the Mental Health, Chemical Abuse and Dependency Services (MHCADSD) division starting in March 2014.</p>	<p>1.a. Increased awareness amongst hiring managers of the impact of bias on the hiring process.</p> <p>1.b. Greater representation of people of color on all workforce teams, especially in mid- and high-level positions.</p> <p>2.a. All job announcements for MHCADSD division have an ESJ awareness statement.</p>	<p>Third and fourth quarters</p> <p>Ongoing</p> <p>Ongoing</p>	
<p>Brainstorm: Any other ideas, possibilities, areas to explore in your department or countywide via the IBT?</p>	<p>1. Work towards dedicated and permanent staffing for County ESJ efforts.</p>			

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	2. Decrease or eliminate wherever possible the effect of having a criminal background in the County and its contractor's hiring processes.			